

Trauma-informed and healing-centered approaches

- Early Learning Division | Oct. 12, 2022

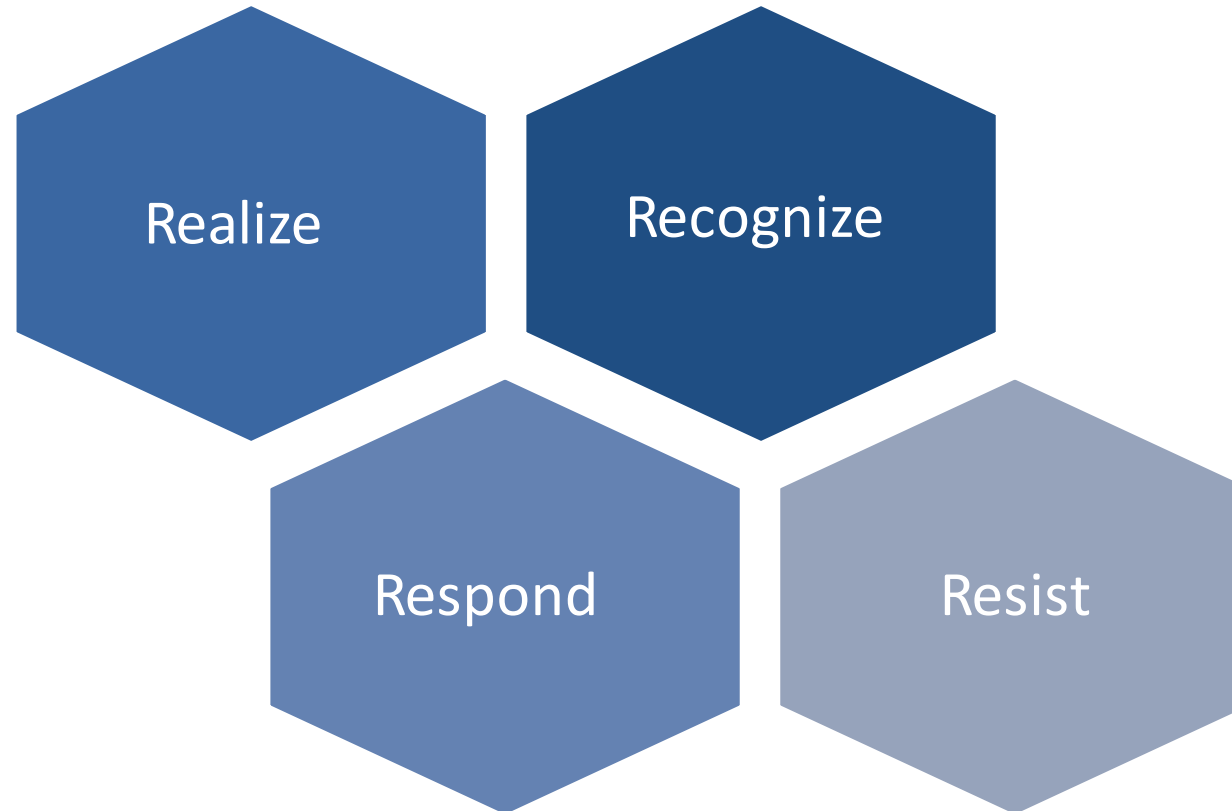
Original date: Sept. 30, 2022
Approved by Jess Mayrer



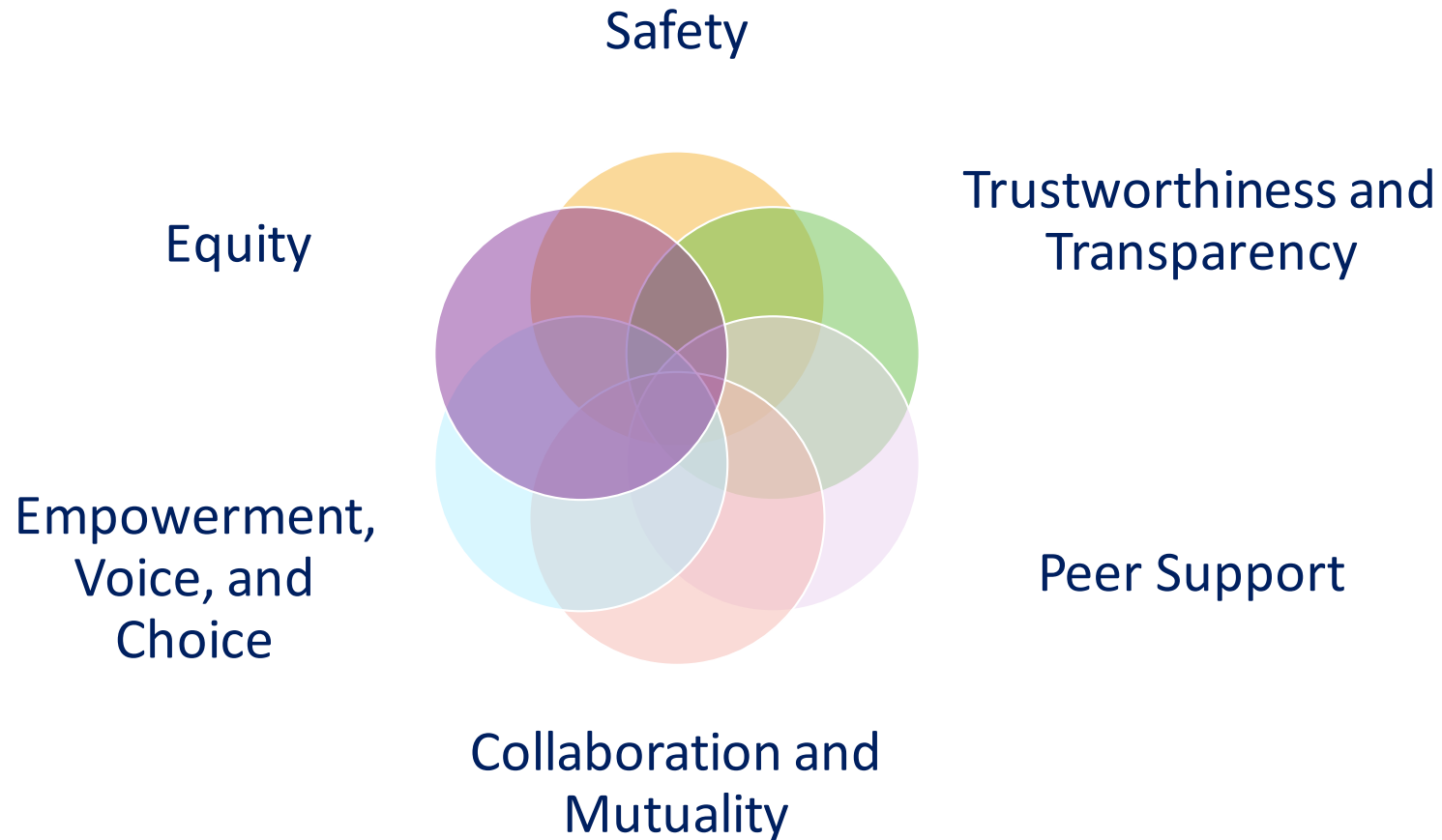
Washington State Department of
CHILDREN, YOUTH & FAMILIES

A road map to trauma-informed care

SAMHSA's Four "R's"



Road signs: The Six Key Principles of Trauma-Informed Care



Healing-Centered Approach



A healing-centered approach is holistic involving culture, spirituality, civic action and collective healing. A healing-centered approach views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively.

- "The Future of Healing: Shifting from Trauma-Informed Care to Healing-Centered Engagement" Shawn Ginwright, PhD. (2018)



The Fair Start for Kids Act: Funding

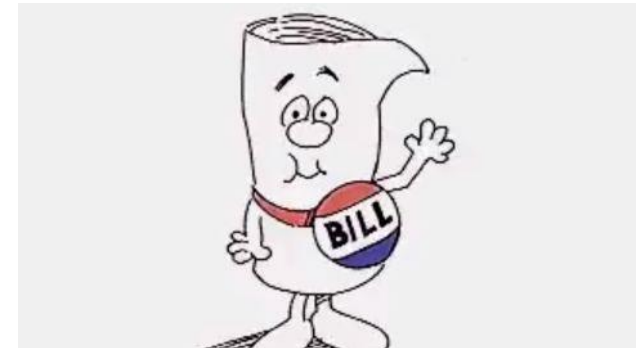
- More than \$2 million dollars this fiscal year for financial incentives
- DCYF investing in training, screening and assessment



The Fair Start for Kids Act: Background

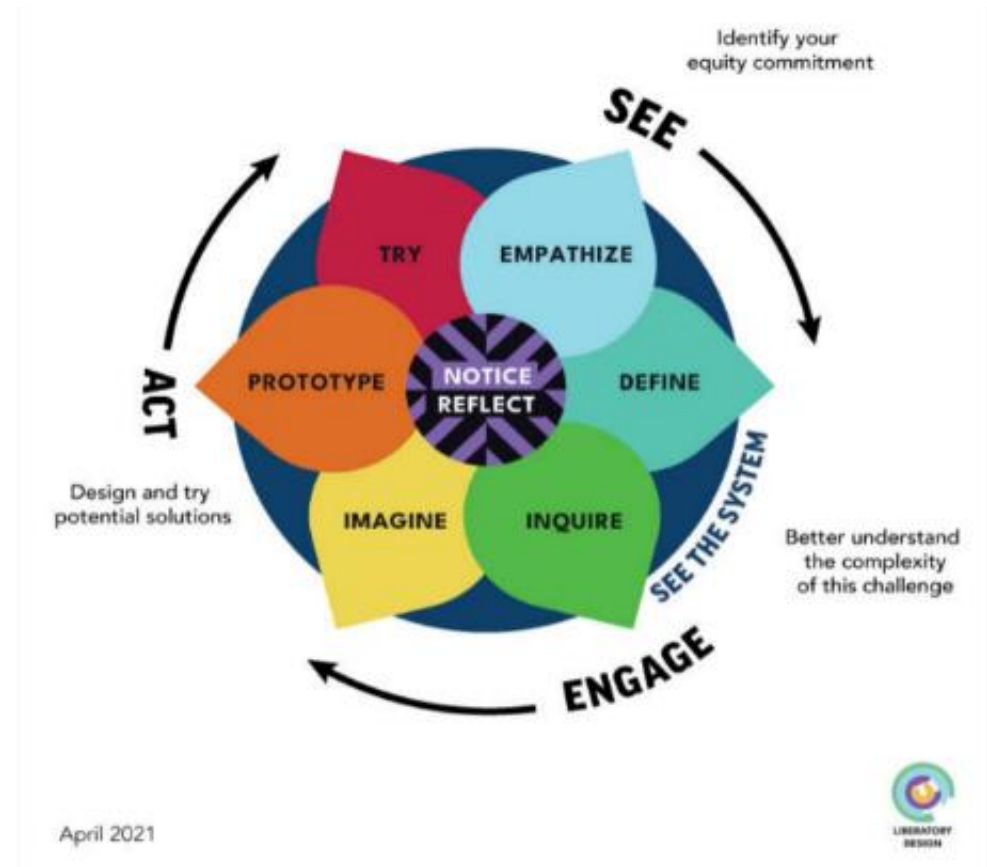
Eligible providers include

- Licensed & Certified
- Coaches
- License-exempt
- ECEAP
- Early ECEAP



Liberatory Design

- Project design process
- Seeks to interrupt inequity
- Shift power to those most impacted



Liberatory Design: Community-oriented solutions

Families co-create trauma-informed professional development practices

Providers co-create trauma-informed workforce supports

DCYF staff and subject matter experts build trauma-informed workforce supports



Providers Input



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state involvement
cps involvement
systemic oppression
principles of safety
intergenerational transmission
cultural humility
mandatory reporting fundamental
historical context
cultural consideration
historical resiliency
early trauma intervention
mandatory reporting
impact of trauma
enhancing quality early
cultural diversity
meeting folk
foster care system
trauma results
physical environment
provider perception
mutuality
transmission of trauma
traumatic growth
sensitivity
impact of neglect
trust trans
empowerment
kids
trust
cultural protective factors
toxic stress
ongoing racism
equity
physical punishment
quality early learning
historical trauma
minor trauma
transparency
protective factors
red flag
trustworthiness
children care basic
developmental impact
context of state
cultural competency
different people
family network
intergenerational trauma
complex trauma

Education and training awards Q2/Q3 FY23

BA or higher in IECMH = \$1,200

Tiers	Professional development and training	Incentive amount
Tier 1 Foundational	<ul style="list-style-type: none">• New 4-hour TIC and Healing Centered Fundamentals Training	N/A
Tier 2 Emerging	<ul style="list-style-type: none">• Pyramid Model 1 & 2 (14 hours)• Conscious Discipline (10 hours)• Mobility Mentoring (9 hours, with TIC 101)• Filming Interactions to Nurture Development (FIND)• What else?	\$800
Tier 3 Intensive	<ul style="list-style-type: none">• Cultivate Trauma-Informed Care (roughly 25 hours)• PREPARE for care (24 hours)• Pyramid Implementation Site and/or PTR-YC• What else?	\$1,200



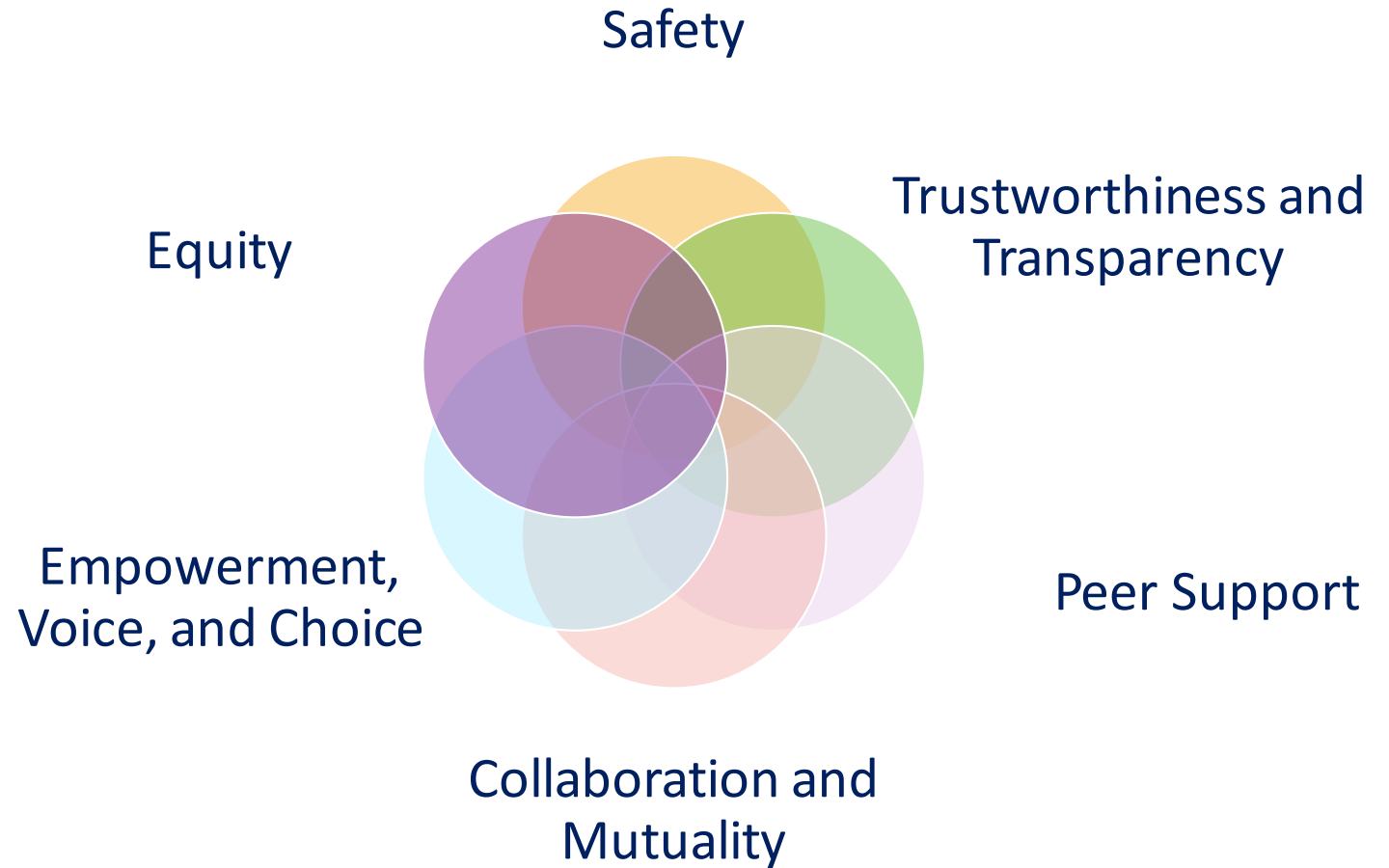
Timeline: Professional growth expansion

Rule-making process for TIC compensation mechanism begins	June 30, 2022
Phase 1 education recognized for financial awards	Q1 FY23
Phase 1 TIC education payments distributed	Q2 FY23
Phase 2 training paths recognized for financial awards	Q1 FY23
Phase 2 training compensation awards dispersed	Q2 FY23
Advisory groups/co-design TIC professional standards	Q2, Q3, and Q4 FY23
Phase 3 - Establish additional education for compensation award (survey of colleges; Provider Supports Subcommittee; ELAC; FSKA Technical Advisory Group; others?)	Q2 and Q3 FY23
Phase 3 - Establish additional training paths for compensation awards (Provider Supports Subcommittee; ELAC; FSKA Technical Advisory Group; others?)	Q3/Q4 FY23



Group Discussions

1. Do you have any initial reactions or suggestions about the structure for providing trauma-informed financial awards?
2. What additional trauma-informed training and education should be included in the FSKA award structure?
3. What other trauma-informed supports are needed?
4. How can DCYF ensure that provider voices continue to be included in shaping supports?



Report out



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Thank you!



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